

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879.

VOL. III

NEW YORK, FEBRUARY 19, 1910

No. 17

The emphasis upon method to the exclusion of matter which used to be quite prominent is gradually giving place to the belief that method after all is but the handmaid of matter and that the first requisite of a good teacher is knowledge. But that method properly considered has not only a place but an essential place in the preparation of a teacher is being more and more generally recognized, particularly in those institutions whether universities or normal schools a large proportion of whose students are preparing specifically for the profession of teaching. That these institutions do not regard their function as confined to the walls of the buildings is evidenced by two recent handbooks for teachers of Latin which have come to my hand.

At the close of 1908 there was issued by the University of Wisconsin a pamphlet called *The High School Course in Latin*, by Professor Slaughter. The contents are divided as follows: Introduction, First Year Latin, Second Year Latin, the Third Year, The Fourth Year, Reference Books and Journals. After a few introductory pages on the value of Latin study in the High School, Professor Slaughter proceeds to discuss the course in detail. It would be impossible to go into an analysis of the pamphlet or an examination of individual statements. One is surprised at the number of directions which would seem to be almost superfluous in print, e. g. such statements as, "No good teacher is dependent upon the book", "Keep the class alive", "Don't let the pupil dawdle", "Insist upon immediate and close attention". Perhaps, however, emphasizing them may goad the jaded teacher to greater efforts. In the first year the topics considered are The Text Book, about which the author has some good remarks, Pronunciation, regarded rightly as the strangest thing the pupil encounters in beginning Latin, Forms, Sentence Structure, Syntax, Vocabulary and Connected Reading. Professor Slaughter remarks that more syntax is usually given in beginners' books than is demanded. He says that the pupil is old enough when he begins Latin to be sufficiently mature to understand the principles of syntax found in the beginners' book but he should not be expected to master all of them. Some may question the truth of his ability to understand. To my mind understanding is likely to follow mastery rather than to precede it. In vocabulary three to five hundred words

are recommended as a minimum for the first year and some connected reading either from Caesar or from the *Fabulae Faciles*. In the second year the most important suggestion is that sight reading should be encouraged and that definite attention should be paid to the systematic study of vocabulary by having the class keep lists of all the new words as they occur and learning a certain number every day. Latin Composition is treated during this year but Professor Slaughter confines himself to generalities. He seems to incline towards daily drill occupying the first ten minutes of the recitation period but he admits that many teachers prefer one period a week and then says: "When this is done great care must be exercised to prevent listless and careless work. Pupils should be required to prepare their lessons independently of each other, and the teacher should never allow pupils to correct each other's papers. Whatever correction is necessary should be made by the teacher or by the one who wrote the paper, and should be supervised by the teacher. Poor and slipshod work in composition is worse than none". These directions are admirable but unfortunately experience shows that they cannot be carried out. Latin Composition, if it is to be done with profit at all, must be done almost entirely in the class-room under the teacher's eye. As far as the reading is concerned he thinks it should be slow at the beginning but careful attention should be given to the English of the translations. The third and fourth year are dismissed quickly, the chief emphasis in the fourth year being laid upon the scansion. The pamphlet is likely to be useful and in its recommendations seems to be fully up to the times.

More recent is the *Handbook for High School Teachers of Latin* written by Professor Game and published by the Missouri State Normal School. This handbook will be sent on request to any one who desires to have it. It is somewhat more pretentious than Professor Slaughter's and contains a number of interesting things. The first part of it is devoted mainly to summarizing the various papers that have been delivered at the Classical Conferences in Michigan. Some of these papers are now out of print. The University of Michigan would confer a favor upon classical teachers by publishing the whole series in book form. After this comes a short chap-

ter on The Increasing Interest in Latin, The Bearing of the Classics upon English Literature, in which a table is given of mythological references in twenty-four prominent English writers, running from 650 such references in Spenser, to 450 in Byron and 30 in Bryant, Shakespeare and Milton being omitted from the list. The next section is devoted to The Use of the Latin Bible, Latin Hymns, and Similar Latin in the High Schools. This paragraph is worth pondering on.

Students really enjoy an opportunity to make their Latin touch things of everyday life. A copy of the Latin New Testament and Psalms on the teacher's desk may be made the means of awakening a new interest in his Latin on the part of many a boy, and of turning to good account many an hour that might be without promise. The teacher can read slowly the Latin version of some familiar passage and ask for a translation by ear. The twenty-third Psalm, the Lord's Prayer, the Beatitudes, the Fifteenth chapter of St. John's Gospel, all offer themselves for this purpose, and it will be surprising how gladly even students of the first year will try to make use of all the Latin they know.

Some specimens of Latin hymns are given and references to the two editions of hymns now available, the first by Professor March, published by the American Book Co., the second by Professor Merrill—who seems not to have known of the first—published by Sanborn. There is a section on The Qualifications of a High School Latin Teacher in which Professor Game urges very strongly that no one should be allowed to teach Latin who does not hold the degree of Bachelor of Arts from a reputable college. Then come Suggestions on Teaching High School Latin divided into first, second, third and fourth year. The treatment is brief but the suggestions are good. One serious criticism I should make, however, that in a book of this kind, special text-books, as, for example, beginners' books, should not be recommended. To pick out four first year Latin books, all published by leading publishing houses, and omit the twenty or thirty others that are asking for recognition is not right. A good section on Class Room Equipment for the Latin Department treating charts, books, wall-maps, pictures, sculpture and other illustrative material is followed by a few suggestions as to illustrative material for Caesar, Cicero and Vergil. The excellent suggestion is made in this connection that a certain amount of illustrative material may easily be made by teacher and students. This applies particularly to arms, implements and articles of dress. The pamphlet closes with the advertisement of the Classical Association of the Middle West and South and of the Department of Latin and Greek in the Missouri State Normal School, but the fact that the whole treatise is apparently primarily an advertisement need not blind us to its general excellence.

G. L.

SYMPOSIUM ON FIRST YEAR LATIN LATIN WRITING

(Concluded from page 131. See also page 106.)

That there must be *writing* of Latin during the first year is almost axiomatic. The necessity of an *apologia* arises, in part, from the tendency of certain recent beginners' books to minimize the importance of that writing, and, in part, from conditions that favor easier methods and approaches to learning. With the vast growth of collateral work that is regarded in many quarters as essential to the vital teaching of the Classics many an issue has been obscured. Writing, however, still remains *the* force that will fuse and unify the miscellanies of the student's scattered information, the medium in which we may expect a precipitate of wisdom.

Every legitimate means contributing to the student's mastery of his working material—vocabulary, inflection, syntax, word-order—must be brought into use. The writing of Latin assuredly occupies an important place among these media, being absolutely imperative and indispensable. The multitude of details which crowd upon the young student's attention will remain in endless confusion in his mind and imagination, unless the categories into which these details properly fall are more firmly fixed by the added effort of writing them upon some present, palpable medium. To visual, auditory and place memories there are joined a motor energy and a new association, that add power to the impression of the others; "the brain path leading to the oral response is not the one along which the written response travels". Careful writing not only involves a recall of what the student knows, but also a discriminating use of it. Involving criticism, writing reinforces his knowledge and thus results in a careful weighing of possibilities—verbal, suffixal, syntactical and of word coordination. Discriminating writing requires more than mechanical memory and imitation. It necessitates "a real active and originative mental effort", that includes attention and a greater degree of concentration than even the most correct and sharp oral work which may be wholly mechanical and quite thoughtless even at the moment of accurate recitation¹. Words therefore (whether in isolation or in sentence structure), word-forms and functions, and sentence-elaboration—all of these are impressed more strongly and firmly upon the student's consciousness by reason of the added effort of writing, and of the process of conscious deliberation and choice that is part of the act of careful writing.

Though the ultimate aim of our Latin studies may be the ability to read Latin with comparative ease so that we may subordinate language-study to a study of literature and its content, this ideal will not and

¹ Miss H. May Johnson, *THE CLASSICAL WEEKLY* 2, 59.

² Cf. De Garmo, *Principles of Secondary Education*, 112.

cannot be realized as the immediate result of the first year's work. Just as far as the first steps in language-study exercise observation and memory, comparisons, associations and dissociations, inferences and analyses, and constantly fresh syntheses in the acquiring of forms and the observing of laws, just so far the first year's work will seek to cultivate, to a certain degree, logic, reflection and reason, and imagination¹. It does not necessarily follow that the specific habits of verbal and grammatical memory and of linguistic reason will be directly applicable to any or every subsequent intellectual pursuit; indeed, these may later prove a real inhibition upon certain other mental directions, tendencies or impulses. Yet that progression in the development of memory, reason, logic and imagination must gain in definite outline and strength from conscientious composition, in proportion as the latter requires accuracy and precision in the recapitulation of all these processes. All these recognized values, which accompany an acquisition of vocabulary, mastery of forms, comprehension of essential principles of syntax, and initiation into the mysterious genius of Latin word-order, repose for their fuller realization and for their deeper meaning upon the use made of these in writing. Writing, therefore, cannot be begun too soon, cannot be prosecuted too vigorously. Other things may come and go, but the importance of writing can hardly be exaggerated or over emphasized; and *schreiben, viel schreiben, möglichst viel schreiben* would be my dogmatic philosophy for the first year Latin student.

In addition to the maximum amount of writing compatible with reason that is done outside the class, as much writing as time may allow should be done in class under skilled supervision. The argument of economy of time through oral² work meets, to be sure, an important exigency of our Latin teaching, but does not affect the theoretical and absolute importance of that writing. It is quite unnecessary to add the need of simplicity throughout the first-year sentences, even though the student write connected discourse³. Complex constructions cannot be too strongly tabooed, lest the confusion and disheartenment resulting from their subtleties put to rout that intellectual strength toward which we are striving. But correction both of the work done outside of class as well as of that done in class must not and cannot be neglected without forfeiting all.

Writing in such large amounts and so constantly emphasizes the disciplinary character of the first year's work. However, "strictly speaking, there is probably no such thing as a purely disciplinary

study"; while during the first year this function of our Latin studies may be properly emphasized, yet they possess, even at this stage, an inseparable cultural content. This cultural content may possess an enormous stimulus to the student's imagination, in proportion to the teacher's knowledge and skillful use of it. By this means the student realizes that his formal material is, after all, merely the symbol of a system greater than the linguistic structure that he is learning, merely the symbol of a civilization, only in part revealed in the strong and noble language-organism that he is mastering. The student has the right to know something of the significance of the formal material that he is handling. It is the classical teacher's good fortune to teach a vocabulary² that is the expression of a great concrete and spiritual world of unlimited inspiration; to teach forms with which are psychologically associated great ideas and forces not entirely beyond the grasp of even the first year student; to teach a language and sentence-structure whose mood and case relations are rich and abounding with suggestions of law and order, of rivalries and conquests, of authority and submission. No well-trained teacher, to-day, will fail to read into words, forms, syntax and word order—the student's pragmatism—the Roman spirit that pervades all these particularisms, that illumines the letter, that cannot but quicken and thrill the teacher and the taught alike, and prove their mutual salvation³. The disciplinary character of this work need never assume the abhorrent aspect of a purely mechanical, barren, soulless drill in a vast array of meaningless details. Even the simple rudiments, the "husks" of G. Stanley Hall's derision (tyrannous and arbitrary products, finals only to a narrow intelligence), should throb with interest for the student by reason of the teacher's comprehension and enthusiasm that will communicate an admiration for words and inflections, a contagious affection for syntactical possibilities and those of word-order. Then to the knowledge of things as they are will be added the inspiration of suggestion *why* they are as they are.

Yet our great emphasis during the first year must be laid upon the disciplinary aspect of this matter, i. e. upon the inherent mental training that will result from our conscientious teaching of these phenomena of language. All of this cultural significance, during the first year, must remain but the

¹ J. R. Angell, *The Doctrine of Formal Discipline*, etc. in *The Educational Review*, June, 1908, p. 14.

² As an assistance to the acquiring of the vocabulary the judicious use of lantern-slides is strongly recommended.

¹ Cf. Ashmore, *The Classics and Modern Training*, 21.

² Cf. Bennett and Bristol, *The Teaching of Latin and Greek*, 59, 160.

³ Byrne's invaluable *Syntax of High School Latin* will undoubtedly exert an influence in this direction.

³ There is room for a hand-book that might aid teachers of first year Latin to the materials essential to the most effective teaching of that Latin. Such a work, largely bibliographical and explanatory in character, might properly be a systematic guide-book to beginners' Latin books, to books that furnish easy collateral reading, to articles and larger works bearing upon the pedagogy and psychology of the teaching of Latin, and to treatises that suggest the deeper significance of words, forms, syntax and word-order.

lighter play upon the more serious task immediately at hand. Our essentials must be taught and must be learned even at the peril of pain and rebellion, and the technique aiming at a mastery of that body must include writing. Writing not only emphasizes the disciplinary aspect, but also fortifies the cultural, because that cultural enrichment without a real basis of knowledge is mere idle, intellectual dissipation. The very artificialities of the Latin literary language which became a fixed medium, the very fact that it acquired a definite form and outline, the very fact that finality attended so many of its modes of expression render the writing of it all the more important a corrective of intellectual indolence. That necessary precision involved in correct Latin composition checks the young, untrained mind, accustomed to loose thinking and to looser phrasing. If it be urged that this seems all too much like hampering freedom and individuality, it should be borne in mind that the brain of the average¹ student has attained its full size and weight, and that the sensory and motor areas are fully matured. Therefore, at this stage, improvement is especially needed in precision and decision. Unless freedom be misregarded as license, unless individuality be misinterpreted as the sophistry of impulse untrained, the discipline of mental aptitudes, resulting from the writing of Latin prose, is most likely to promote these *desiderata* of decision and precision.

While serving as a *means* to the mastery of vocabulary, forms, syntax and sentence-structure, the writing of Latin will inevitably prove the best means of acquiring the ability to move with firmness and security among the difficulties of the language that will later present themselves in the reading. Writing does not necessarily lead to fluency in reading any more than *reading* or oral work immediately creates the ability to write easily and correctly. Yet it is true that the ability to write correctly is the greatest test of the student's accurate knowledge and will be the surest foundation for subsequent correct though slow reading. For *rapid* reading ability, or ability to read at sight, somewhat different methods must be employed; such methods, however valuable if applied properly at a later time, are in a measure alien to the more rigorous plan outlined above, and if applied too early are even prejudicial to the best results. An adherence to our stricter methodology may be old-fashioned and not in line with a recent tendency that, influenced by modern language studies, emphasizes the need of learning to read readily as early as possible. But many a later catastrophe in school-life has unquestionably resulted from a failure of the student to build the foundation of his house as firmly as our scheme of work contemplates. Even in *this* scheme the writing of Latin

remains merely a means¹ to an end; it is not ability to write with stylistic elegance that is sought at this time or even later. As an instrumental knowledge, Latin composition accentuates the benefits and epitomizes the problems of first year Latin. More than this, it helps to develop that honesty of habit and sincerity of thoroughness which are not only the basis for all future work in Latin, but which are admittedly one of the great contributions of Latin study to education and so to life. On the other hand, tendencies involving less rigorous methods imply that we have lost somewhat of the earlier Spartan character of our discipline.

The aim of all this writing will be to create lasting impressions, and, if possible, to assist to a language consciousness. Writing and writing only will lead the first year student to an intimate knowledge of the anatomy of the language; writing and writing only will acquaint him with the physiology of the language as that is revealed in organic sentence-structure; and writing and writing only will suggest the soul of that language. But as much writing puts upon the student the burden of immense expenditure of time and effort, so upon the teacher there rests a moral obligation of sacrifice in the interest of the student's accuracy. An unreserved devotion to all the obligations of this task requires a love and a faith rarely found in any but the stout hearts of martyrs. All too easily subterfuges are found and excuses are conjured up. The success of the late, lamented Henry Gray Sherrard may, perhaps, encourage fainter hearts. Possessed of luminous imagination, fertile invention, and an enthusiasm which kindles even unto these later years, teaching was ever a consecration with him, and the *writing of the correct form* was one of the great requisite virtues that might open to the faithful disciple the kingdom of classical *mirabilia*.

GEORGE DEPUE HADZSITS.

UNIVERSITY OF PENNSYLVANIA.

LATIN IN THE SECONDARY SCHOOLS

Again and again we teachers of the Classics in the secondary schools are told that we must mend our ways, if we do not wish to be dispossessed from the Latin mansion as we have already been from the Greek. Statistics are quoted from this source and that to prove that Latin has entered on the downward path, the results of the Entrance Examinations are held up to us as the Mene Tekel of our impending doom—and then we are left to our own devices. If it is true that the Lord helps him who helps himself, then it would seem to be time for the down-trodden mere teacher to rise and defend himself.

I do wish to state once as tersely as I can the

¹ See J. M. Tyler, *Growth and Education*, 180.

¹ Cf. P. Dettweiler, in A. Baumeister's *Handbuch der Erziehung u. Unterrichtslehre für höhere Schulen*, Vol. III (see *THE CLASSICAL WEEKLY* 2.85-86); J. E. Barnes, *The What and the How of Classical Instruction*, in *THE CLASSICAL WEEKLY* 2.34-36.

difficulties which beset our path, especially in the large cities. In the school with which I am connected, there are received every half year some 425 boys, chiefly recruited from the grammar schools. These pupils are received on certificate of maturity and scholarship from their principals. About one-fifth of these elect German as their first language, the rest, either of their own choice, or because lack of space does not permit us to teach French during the first year, take up the study of Latin. During the first year these pupils are expected to cover the following ground: all forms, with the exception of the imperative of the verb; the chief uses of cases, the purpose, result and indirect discourse constructions, relative and causal clauses, gerund and gerundive, in their elementary aspects only. In addition, they read the first 22 chapters of the War with the Helvetians, and do a fair amount of translation from English into Latin, at the rate of about four sentences per diem. This amount of work is in reality a reduction in the requirements, made during the last three years. Formerly 29 chapters of the Helvetian War, and five lessons of an elementary prose book were covered. Not counting losses by withdrawal from the school, there are left at the end of the year, and judged capable to continue the course, about 60% of the pupils. Teachers of the third term—Caesar—are, however, constantly complaining of the inferior character of the students coming into their classes. An investigation into the causes seems to show that the responsibility lies largely with circumstances outside the school itself. For two and a half years, we have been compelled to employ a varying number of substitute teachers, young college graduates without experience, and frequently with but a very meager knowledge of Latin. Through a readjustment of programs and appointments these conditions have been recently altered—I dare not say, improved. For I do not consider it an improvement that our teachers now teach five classes of five periods each, instead of four. Twenty-five periods of work appear to me by far too large an allotment to a man, especially in the first year, with classes varying from 35 to 48 pupils. In no grade is the written work of more importance than in the first two; yet no man can be expected to correct from 175 to 225 exercises every day and keep mentally sound. Only a change in the financial conditions of the municipality can bring the needed betterment.

Even apart from this condition, however, I believe that no material elevation of results is possible. It is all very well to say that hard work is a fine discipline, that boys must not be coddled, but after all it remains true that nothing will be well done but what is gladly done, and our boys do not love their Latin. Nor do I see how they can. To feed a boy day after day on such pabulum as The Helvetians wage war with the Germans, The soldiers were praised by the

general, and so forth, must be nauseating in the end. The defect is by no means restricted to the special book, excellent in its way, which we are using. Any book which prepares for Caesar, and not for Latin suffers from the same disease. Nor do I see that other beginners' books are any better, least of all the books which tell stories like this: The red rose is beautiful, The girl gives a beautiful rose to the noble queen. The great and fundamental defect of all our first year books, as far as I can see, is, that they either are imbued with the *vocational* idea, that is, they wish to accomplish only a highly specialized end, or they are remodeled from German books, which were written for children of nine years of age, and are correspondingly childish. The *sine qua non* for a successful first Latin book, I believe, is a previous investigation into the psychology of the fourteen year old boy. This much I am willing to adopt from Professor Dewey's statement that a child should be taught nothing but what it demands.

In the second place, I believe that we should take a leaf out of the wreath of modern language teaching, and model our books so that they teach the beginner something about the life and the way of thinking of the Roman nation. Gurlitt's *Fibel*, rewritten for boys of a more advanced age, would seem to me to come nearer to this demand than any other book. I am fully alive to the objection that such a book will largely consist of *made* Latin. But I confess that I do not share this objection. Provided that the maker of the book is a sound scholar, and that he will not admit into his book anything which is not classical language—I do not mean constructions found in Caesar and Cicero but a few times—a boy can learn just as much Latin from *made* exercises as from others.

A third requisite for a good first book would be *limitation*. All of our first books undertake to teach by far too much. The first year should be strictly limited to what is essential: the five declensions—and I sincerely hope that the mixed stems will give way to a more sensible way of teaching—the four regular conjugations, *sum*, and *possum*, but not *fero* and *eo*, the regular adjectives, including comparison and adverbs, but only a very few irregular comparisons, the personal, possessive, demonstrative, relative and interrogative pronouns and no others, the most important prepositions. That would seem to be all that is necessary to start the pupil in reading.

On the other hand, I do not share the modern abhorrence of composition work. During the first year, on the contrary, translation from English into Latin should equal, if not surpass, the translation from Latin. For if application, and immediate application at that, is a sound pedagogic principle, such application in language work is best given by the making of Latin words and sentences on the part of the student.

There remains the old crux of our work, the acquisition of a vocabulary. As far as quantity goes, the question would seem to have been settled by almost unanimous consent: about 500 to 600 words are not too large a demand. The question is: how is this amount to be acquired? Here nothing, in my opinion, can take the place of the old-fashioned way of memorizing. Every day should see the calling for a small number of new words and the review of a larger number of old words, either orally or better still, on the blackboard or on paper. In this connection let me say that three or five minutes given each day to a little review test would not only be no waste of time, but would actually prove a time saver. I am not old fashioned enough, however, to condemn the student merely to a mechanical acquisition of the vocabulary. On the contrary, I wish from the very beginning to employ all possible helps: elementary etymology, comparison with English derivatives, the laws of composition. All of these should daily enter into the teaching.

In the last place, we are still sinning against the precepts of sound educational theory by making our assignments indefinite, and by throwing too much of the burden of acquisition upon the pupil. Personally, I should go over each new lesson in class, not only, as is usually done, for explanation, but in actual practice. No sentence should be prepared by the student at home which he has not gone over with the teacher in the classroom. His home work should be merely a review of what he has been taught during the day in school, and he should have been told exactly what is of importance in the work and what is only incidental.

Such teaching, of course, makes a demand on the teacher's time which at present he sees himself unable to devote to his work. But with the limitations indicated above it seems to me that the time can be found, and I am convinced, from my observations in the classroom, that thus to make haste slowly is an exceedingly good investment of time and labor.

Yet, with all these ideal requirements, I am afraid, the results, in our school at least, will continue to fall far short of reasonable expectations. The reason for this gloomy view is that we are hampered by two obstacles. In the first place, a large number of our students are not sufficiently masters of the English language readily to express themselves in it. I will quote a concrete example. There is at present in one of my classes a boy, very industrious and very attentive, who when called upon to give a review translation of the text, always does good work. But the same boy, when called upon to do advanced work, is well able to give the translation of every clause, and to explain the constructions, but he can not put his translation into intelligible English, because, as inquiry has shown, he speaks no English except at school. This is an extreme case, but to a

lesser degree the same difficulty is met with in a number of boys. In the second place, boys are hampered by an ignorance of grammatical terms. Our English teachers often deny point blank the necessity of teaching grammar, and the burden of doing so is thrown on the teachers of the foreign language. These are further hampered by the difference in terminology. I hold no brief for the grammatical terms of Latin. On the contrary, it is immaterial to me whether I teach Attribute Complement or Predicate Noun-Adjective. But I do wish to express myself in a language intelligible to my students. The recent movement (*THE CLASSICAL WEEKLY*, 3, 8, 64) to work toward an uniformity in grammatical terminology has my warm support all the more as some years ago I tried to bring about such uniformity in the school with which I was then connected—an effort which met with the decided opposition of many of my colleagues.

ERNST RIESS.

REVIEWS

Supplementary Papers of the American School of Classical Studies in Rome: Volume 2. Published for the School by The Macmillan Co.: New York (1908). Pp. ix. + 293.

This volume of papers by students of the American School of Classical Studies in Rome was made necessary by the fact that there was no room for these articles in the *American Journal of Archaeology*, which is the normal medium of publication of work done by members of the School. The cost of the volume was met by a grant of three thousand dollars from the Carnegie Institution. As a result we have before us a sumptuous volume, in the form known now as large octavo, richly illustrated. But there is one drawback to this sumptuousness: the book will be beyond the means of the ordinary student.

The present volume contains four papers: *The Advancement of Officers in the Roman Army*, by George H. Allen, 1-25; *Roman Monumental Arches*, by C. Densmore Curtis, 26-83; *The Palimpsest of Cicero De Re Publica*, by A. W. Van Buren, 84-262; *Inscriptions from Rome and Central Italy*, by James C. Egbert, 263-290. There is a brief index, 291-293. There are 41 illustrations in the text. Of these 18 show arches at various places; the remainder picture some of the inscriptions discussed by Professor Egbert. There is also, in connection with Mr. Allen's paper, a Plan Indicating the Relative Rank of Officers in the Roman Army.

Mr. Allen's paper analyzes and tabulates the system of promotion that obtained in the Roman Army in the first three Christian centuries; all branches of the army have been subjected to thorough study, a study which rests throughout entirely on epigraphical sources. We now have clear evidence of a

cursus honorum militaris corresponding to the well-known civil *cursus honorum*.

Of Mr. Curtis's article I prefer not to speak, because it awaits action by the classical faculty of Columbia University as Mr. Curtis's dissertation for his doctor's degree.

Mr. Van Buren's paper, which occupies the bulk of the book (180 out of 290 pages) is at once the paper which called for most labor and which will appeal to the smallest circle of students; to the latter, however, it will be of the first importance. Part of the author's prefatory note deserves to be quoted:

The transcription and introduction here presented are the result of an agreement made in the year 1903 between the Vatican Library and the American School of Classical Studies in Rome. At that time the Vatican Library suggested that, as its publication in facsimile of the palimpsest of Cicero's *De Re Publica* was not to be accompanied by a transcription of the under writing, the School would be doing a useful work if it should prepare such a transcription, with an introduction treating of the subjects which were not to be discussed in the Library's publication itself.

The facsimile was published in 1907, at Milan, under the title *Ciceronis Liber De Republica Rescriptus: Codex Vaticanus 5757*. In his introduction (pp. 86-110) Mr. Van Buren furnishes full information concerning the ligatures, abbreviations, syllabic division, and orthographical peculiarities of the text. The remainder of the article gives the transcription of the manuscript, set forth in ordinary Latin type; this transcription is intended to be used in conjunction with the facsimile mentioned above.

Professor Egbert gives an account of a small number of inscriptions specially studied by him during the year in which he was Professor at the School in Rome. These inscriptions come in the main from the Villa Tavazzi at Rome, from Gabii, and from Capua and its neighborhood. One point of interest is that the name of the Mater Matuta, an early Roman goddess, is for the first time found in an inscription coming from Rome itself. C. K.

THE NEW YORK LATIN CLUB

The informal meeting of The New York Latin Club for the current year will be held on Saturday, March 5, at 10 a. m., in the Chapel of Teachers College. A full and prompt attendance is requested.

It is expected that Dr. Arcadius Avellanus will address the meeting in explanation of his method of teaching Latin with the Latin language itself as the only method of expression for teacher and pupil. Professor Lodge will also speak on the Oral Method of Teaching Latin. The opportunity to hear Dr. Avellanus is one which should be eagerly welcomed by all teachers and friends of the Classics.

THE HUDSON RIVER CLASSICAL ASSOCIATION

The Hudson River Classical Association was organized on Saturday, February 5, in Albany, New York, at the New Kenmore Hotel. The meeting was called under the general direction of The Classical

Association of the Atlantic States. The proceedings began with a luncheon at one o'clock. The Association was then organized by the election of the following officers: President, Principal O. D. Robinson of the Albany High School; Vice Presidents, Professor S. G. Ashmore, Union College, Schenectady, Principal Henry P. Warren of the Albany Academy, Principal Martin T. Walroth of the Troy Academy, and Principal M. J. Carr of the Saratoga High School; Secretary-Treasurer, W. D. Goewey of the Albany High School; Executive Committee, the President, the Secretary-Treasurer, Jared W. Scudder of the Albany Academy, Miss Veda Thompson of the State Education Department at Albany, and Professor John I. Bennett of Union College.

Professor Charles Knapp made an address on *Some Phases of Roman Business Life*; Miss Agnes R. Davison of the Albany High School read a paper on *The New College Entrance Requirements in Latin*, and Miss Veda Thompson, under the title *Some New Helps for Classical Teachers*, spoke of recent new books.

An attendance of 73 interested participants, representing a territory extending from Poughkeepsie to Saratoga and as far west as Utica, promises a successful future for this new organization.

Albany, N. Y.

W. D. GOEWY, Secretary.

THE CLASSICAL ASSOCIATION OF PITTSBURGH AND VICINITY

On Saturday, January 22, The Classical Association of Pittsburgh and Vicinity met at the University of Pittsburgh. A very cordial welcome was received from Dr. Samuel McCormick, Chancellor of the University. There was a symposium on *Prose Composition in School and College*, outlined as follows: I Purpose: (a) In School, Professor Mark Kishiminetas, Saltsburg, Pa., and Professor Jones of the Allegheny Preparatory School, (b) In College, Dr. John B. Kelso of Grove City College; II The Need of Greek Prose Composition, Principal W. R. Crabbe, Shadyside Academy, Pittsburgh; III Methods: (a) In School, Miss Ruth R. Ealy, Homestead High School, (b) In College, Professor R. B. English, Washington and Jefferson College; IV Results, (a) In School, Miss Effie Sloan, Bellevue High School, (b) In College, Professor H. S. Scribner, University of Pittsburgh.

Miss Mary McCurdy, of the Carnegie Library, Pittsburgh, gave a Latin reading from the *De Amicitia*.

Current topics were presented by Professor B. L. Ullman of the University of Pittsburgh. There was a good exhibition of text books in Latin prose, many of which were furnished by the book companies. There was also an attractive table of rare books from the private library of Professor Ullman, as well as of unique letters written in Latin and autographs of famous authors and well known scholars of today.

A social period followed the programme, in which the members of the Association and their friends were entertained at luncheon by the University of Pittsburgh.

The next meeting will be at Washington and Jefferson College on February 26; at that meeting, we are glad to say, Professor Charles Knapp is to be with us and deliver an address.

Carnegie, Pa.

N. ANNA PETTY, Secretary.

There will be no issue of THE CLASSICAL WEEKLY on Saturday, February 26.

The CLASSICAL WEEKLY

THE CLASSICAL WEEKLY is published by the Classical Association of the Atlantic States. It is issued weekly, on Saturdays, from October to May inclusive, except in weeks in which there is a legal or school holiday, at Teachers College, 525 West 120th Street, New York City.

The dates of issue of Volume III will be as follows: in 1909, October 2, 9, 16, 23, 30; November 13, 20; December 4, 11, 18; in 1910 January 8, 15, 22, 29; February 5, 12, 19; March 5, 12, 19, 26; April 2, 9, 16, 23, 30; May 7, 14, 21, 28.

All persons within the territory of the Association who are interested in the literature, the life and the art of ancient Greece and ancient Rome, whether actually engaged in teaching the Classics or not, are eligible to membership in the Association. Application for membership may be made to the Secretary-Treasurer, Charles Knapp, Barnard College, New York. The annual dues (which cover also the subscription to THE CLASSICAL WEEKLY), are two dollars. Within the territory covered by the Association (New York, New Jersey, Pennsylvania, Delaware, Maryland, District of Columbia, Virginia) subscription is possible to individuals only through membership. To institutions in this territory the subscription price is one dollar per year.

To persons and institutions outside the territory of the Association the subscription price of THE CLASSICAL WEEKLY is one dollar per year.

THE CLASSICAL WEEKLY is conducted by the following board of editors:

Editor-in-Chief

GONZALEZ LODGE, Teachers College, Columbia University

Associate Editors

CHARLES KNAPP, Barnard College, Columbia University

ERNST RIESS, Boys' High School, Brooklyn

HARRY L. WILSON, Johns Hopkins University

Business Manager

CHARLES KNAPP, Barnard College, New York City

Communications, articles, reviews, queries, etc., should be sent to the editor-in-chief. Inquiries concerning subscriptions and advertising, back numbers or extra numbers, notices of change of address, etc., should be sent to the business manager.

Printed by Princeton University Press, Princeton, N. J.

**TOWLE AND JENKS'S
CAESAR'S GALLIC WAR**

*Text in clearer print than any other edition.
Notes give exactly the help that pupils need.
Grammatical Appendix contains all the grammar
needed for reading Caesar.*

Vocabulary is made for pupils of ordinary capacity.

FOUR BOOKS \$1.00 SIX BOOKS \$1.25

D. C. HEATH & CO., PUBLISHERS

BOSTON NEW YORK CHICAGO

**P. TERENTI AFRI COMOEDIAE
THE COMEDIES OF TERENCE**

Edited with Introduction and Notes

By **SIDNEY G. ASHMORE, L.H.D.**

Professor of Latin in Union College, Schenectady, N. Y.

Complete in one volume, **\$1.50**

"Prof. S. G. Ashmore has done a real service in preparing this complete edition. For the first time, teacher and student have in a single volume a variety of material which is indispensable to a proper study of Terence. . . . Professor Ashmore's book is marked by sanity, by care, by fine literary instinct, for Professor Ashmore is master of an excellent English style, something all too rare in classical text-books. The introduction discusses clearly and well such topics as the history of Greek and Roman comedy, the plays of Terence, Terence's influence upon literature, and the production of plays."

The Nation, Sept. 3, 1908.

Send for complete catalogue.

OXFORD UNIVERSITY PRESS, American Branch
35 West 32nd Street, New York

**FOWLER & WHEELER'S
GREEK ARCHAEOLOGY**

\$2.00

A concise yet complete handbook on the subject, comprising 559 pages, with 412 carefully chosen illustrations. It is equally adapted for college classes, private readers, or public libraries. Specimen pages giving a good idea of the book will be sent free on request.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston

BROWN'S MEMORY-TEST LATIN WORD-LIST

(Revised and Enlarged Edition)

An Invaluable Device for Memorizing or Reviewing a Latin Vocabulary. **Price, 75 Cents.**

Memory Test Note-Book, **15 Cents.**

The vocabulary of the complete works of Caesar, Sallust, and Nepos, of Virgil's Aeneid I-VI, and Cicero's Orations is grouped according to frequency of occurrence. The words are arranged so that the English meanings, which are on separate pages not visible at the same time, may, by a simple folding device, be made visible or invisible as desired, parallel with the Latin words. It contains 98% of the vocabulary used at college entrance examinations.

GINN AND COMPANY: PUBLISHERS

70 Fifth Avenue : : New York City

ABBOTT'S SHORT HISTORY OF ROME

An exceedingly interesting narrative, coupled with historical accuracy and balance in the treatment of periods, makes this book most desirable for an elementary course in the subject.

A large number of Maps and Illustrations.

PROF. FRANK FROST ABBOTT

Professor of Classics, Princeton University

A Short History of Rome - - - - - \$1.00
Handbook for Study - - - - - .35

SCOTT, FORESMAN AND COMPANY

EDUCATIONAL PUBLISHERS

CHICAGO

ILLINOIS

CAESAR: THE GALLIC WAR

By A. L. HODGES, Instructor in Latin in Wadleigh High School, New York. 12mo. Cloth. Illustrated. xiii + 522 pages. \$1.25 net.

The fourth book in the Macmillan Latin Series edited by J. C. Kirtland. It includes the seven books of the Commentaries, a comprehensive introduction, helpful notes, and a complete vocabulary.

THE MACMILLAN COMPANY

64-66 FIFTH AVENUE, NEW YORK
BOSTON CHICAGO ATLANTA SAN FRANCISCO

The Students' Series of Latin Classics

59 Books Out and Under Way

LIST SENT ON APPLICATION

BENJ. H. SANBORN & CO.

156 Fifth Ave., New York